Year 4 unit overview — Australian Curriculum: English

Source: Australian Curriculum, Assessment and Reporting Authority (ACARA), *Australian Curriculum v3.0: English for Foundation–10*, <www.australiancurriculum.edu.au/English/Curriculum/F-10>.

| School name | Unit title | Duration of unit |
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| Our school | Playing with words | 8 weeks |

| Unit outline |
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| Students are introduced to the term *aesthetic*. Students listen to, read, view and interpret spoken, written and multimodal texts in which examples of nonsense words, spoonerisms, neologisms and puns are used to provoke an emotional response. They develop interest and skill in playing with words in literary texts, including poetry.  In the context of introducing the idea of the aesthetic, students develop understandings of:   * the use of words and language for specific purpose, understanding the difference between the language of opinion and feeling and the language of factual reporting or recording * a range of devices and deliberate word play in poetry and other literary texts * literal and inferred meaning.   Inquiry questions for the unit:   * What do we mean by aesthetic? * How and why do authors play with language? * What are some of the devices and word plays that authors use for effect? |

| Identify curriculum | | | |
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| Content descriptions to be taught | | | General capabilities and cross‑curriculum priorities |
| Language | Literature | Literacy |
| Language variation and change   * Understand that [Standard Australian English](http://acdcpuat.curriculum.edu.au/Glossary?a=E&t=Standard+Australian+English) is one of many social dialects used in Australia, and that while it originated in England it has been influenced by many other languages [(ACELA1487)](http://www.australiancurriculum.edu.au/Curriculum/ContentDescription/ACELA1487)   Language for interaction   * Understand differences between the language of opinion and feeling and the language of factual reporting or recording [(ACELA1489)](http://www.australiancurriculum.edu.au/Curriculum/ContentDescription/ACELA1489)   Text structure and organisation   * Understand how texts vary in complexity and technicality depending on the approach to the topic, the purpose and the intended audience [(ACELA1490)](http://www.australiancurriculum.edu.au/Curriculum/ContentDescription/ACELA1490) * Understand how texts are made cohesive through the use of linking devices including pronoun reference and text connectives [(ACELA1491)](http://www.australiancurriculum.edu.au/Curriculum/ContentDescription/ACELA1491)   Expressing and developing ideas   * Understand that the meaning of sentences can be enriched through the use of noun groups/phrases and verb groups/phrases and prepositional phrases [(ACELA1493)](http://www.australiancurriculum.edu.au/Curriculum/ContentDescription/ACELA1493) * Understand how to use strategies for spelling words, including spelling rules, knowledge of morphemic word families, spelling generalisations, and letter combinations including double letters [(ACELA1779)](http://www.australiancurriculum.edu.au/Curriculum/ContentDescription/ACELA1779) * Recognise homophones and know how to use [context](http://acdcpuat.curriculum.edu.au/Glossary?a=E&t=context) to identify correct spelling. [(ACELA1780)](http://www.australiancurriculum.edu.au/Curriculum/ContentDescription/ACELA1780) | Literature and context   * Make connections between the ways different authors may represent similar storylines, ideas and relationships [(ACELT1602)](http://www.australiancurriculum.edu.au/Curriculum/ContentDescription/ACELT1602)   Responding to literature   * Discuss literary experiences with others, sharing responses and expressing a point of view [(ACELT1603)](http://www.australiancurriculum.edu.au/Curriculum/ContentDescription/ACELT1603) * Use metalanguage to describe the effects of ideas, text structures and language features of literary texts [(ACELT1604)](http://www.australiancurriculum.edu.au/Curriculum/ContentDescription/ACELT1604)   Examining literature   * Understand, interpret and experiment with a range of devices and deliberate word play in poetry and other literary texts, for example nonsense words, spoonerisms, neologisms and puns. [(ACELT1606)](http://www.australiancurriculum.edu.au/Curriculum/ContentDescription/ACELT1606) | Interacting with others   * Use interaction skills such as acknowledging another’s point of view and linking students’ response to the topic, using familiar and new vocabulary and a range of vocal effects such as tone, pace, pitch and volume to speak clearly and coherently [(ACELY1688)](http://www.australiancurriculum.edu.au/Curriculum/ContentDescription/ACELY1688) * Plan, rehearse and deliver presentations incorporating learned content and taking into account the particular purposes and audiences [(ACELY1689)](http://www.australiancurriculum.edu.au/Curriculum/ContentDescription/ACELY1689)   Interpreting, analysing, evaluating   * [Read](http://acdcpuat.curriculum.edu.au/Glossary?a=E&t=Read) different [types of texts](http://acdcpuat.curriculum.edu.au/Glossary?a=E&t=types+of+texts) by combining contextual, semantic, grammatical and phonic knowledge using text processing strategies for example monitoring meaning, cross checking and reviewing [(ACELY1691)](http://www.australiancurriculum.edu.au/Curriculum/ContentDescription/ACELY1691) * Use comprehension strategies to build literal and inferred meaning to expand content knowledge, integrating and linking ideas and analysing and evaluating texts [(ACELY1692)](http://www.australiancurriculum.edu.au/Curriculum/ContentDescription/ACELY1692)   Creating texts   * [Write](http://acdcpuat.curriculum.edu.au/Glossary?a=E&t=Write) using clearly-formed joined letters, and develop increased fluency and automaticity. [(ACELY1696)](http://www.australiancurriculum.edu.au/Curriculum/ContentDescription/ACELY1696) | Description: gc_literacy Literacy   * Listen to, read and view, write, and speak and create print, visual and digital materials in the process of planning, rehearsing and presenting a chosen poem   Description: gc_ict **ICT capability**   * Explore poetry online, in songs and on video clips   Description: gc_critical Critical and creative thinking   * Respond to a range of poems in the formative stage of this unit and in selecting a poem to present to peers   Description: gc_personal_social **Personal and social capability**   * Provide constructive feedback in pairs * Listen and respond to others’ work and show respect during others’ performances |
| Achievement standard | | | |
| Receptive modes (listening, reading and viewing)  By the end of Year 4, students understand that texts have different text structures depending on purpose and audience. They explain how language features, images and vocabulary are used to engage the interest of audiences.  They describe literal and implied meaning connecting ideas in different texts. They express preferences for particular texts, and respond to others’ viewpoints. They listen for key points in discussions.  Productive modes (speaking, writing and creating)  Students use language features to create coherence and add detail to their texts. They understand how to express an opinion based on information in a text. They create texts that show understanding of how images and detail can be used to extend key ideas.  Students create structured texts to explain ideas for different audiences. They make presentations and contribute actively to class and group discussions, varying language according to context. They demonstrate understanding of grammar, select vocabulary from a range of resources and use accurate spelling and punctuation, editing their work to improve meaning. | | | |

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| Relevant prior curriculum | Curriculum working towards |
| The Queensland Essential Learnings by the end of Year 3  Students will have been provided with opportunities to learn that:   * the purpose of speaking and listening includes exchanging information, sharing and exploring ideas, entertaining, supporting relationships, giving opinions and getting things done * words and phrasing, volume and pitch can add interest and emphasis, clarify meaning and be monitored by listeners * nonverbal elements, including body language, facial expressions and gestures, add interest and emphasis, clarify meaning and are monitored by listeners * in presentations, speakers make meaning clear by sequencing ideas and information and using visual aids, including objects and pictures * vocabulary describes, labels and sequences, and can represent people, characters, places, events and things. | Year 5 Australian Curriculum  Students will be provided with opportunities to:   * listen to, read, view, interpret and evaluate spoken, written and multimodal texts in which the primary purpose is aesthetic, as well as texts designed to inform and persuade. * understand, interpret and experiment with sound devices and imagery, including simile, metaphor and personification, in narratives, shape poetry, songs, anthems and odes. * use interaction skills, for example paraphrasing, questioning and interpreting non-verbal cues and choose vocabulary and vocal effects appropriate for different audiences and purposes. * plan, rehearse and deliver presentations for defined audiences and purposes incorporating accurate and sequenced content and multimodal elements. |
| Bridging content | |
| The focus is on explicit teaching of:   * devices used in poetry * the metalanguage of poetry and literary effects * how different poets and authors play with words to achieve different effects. | |
| Links to other learning areas | |
| The skills, processes and knowledge of text structures and organisation developed in English will be explored across a range of learning areas but include the specific language and structure of the learning area. This unit provides opportunities to connect to other learning areas through strategic selection of the subject matter of poems. | |

| Assessment | | Make judgments |
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| Describe the assessment | Assessment date | Teachers gather evidence to make judgments about the following characteristics of student work:  Receptive   * identification of neologisms, spoonerisms, nonsense words or puns in poetry   Productive   * selection, organisation and synthesis of relevant ideas and information for different purposes and audiences * selection and use of a range of vocabulary and grammar to achieve particular effects * use of text and language features to achieve purposes and effects   For further advice and guidelines on constructing guides to making judgments refer to the Learning area standard descriptors: [www.qsa.qld.edu.au](http://www.qsa.qld.edu.au) |
| Students are given opportunities to demonstrate their knowledge, skills and understanding through both formative and summative assessment. The assessment is collated in student folios and allows for ongoing feedback to students on their learning.  Year 4 teachers make decisions about the length of time required to complete the tasks and the conditions under which the assessment is to be conducted.  The teaching and learning experiences throughout the term provide opportunities for students to develop the understanding and skills required to complete these assessments. As students engage with these learning experiences the teacher can provide feedback on specific skills.  Students will choose a poem to present to a familiar audience. The poem needs to include the deliberate use of devices and word plays, for example neologisms, spoonerisms, nonsense words or puns. Students plan and rehearse their poetry presentation for a peer to receive feedback on ways to improve their interaction skills. |  |
| **Imaginative: Performance (Multimodal)**  Students create a multimodal performance of their poem and present to a familiar audience (peers or parents).  Suggested conditions:   * 1–2 minutes * open. | Weeks 5 and 6 |
| **Informative: Exposition (Written)**  Students create a written exposition to demonstrate an understanding of the language devices and word plays in the poem that they have chosen to present**.**  Suggested conditions:   * 100–200 words * open. | Week 7 |

| Teaching and learning | Supportive learning environment | |
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| Teaching strategies and learning experiences | Adjustments for needs of learners | Resources |
| * Read, view and listen to a range of poems and songs in print, electronic and online forms. * Explicitly identify the deliberate use and purpose of devices and word plays including neologisms, spoonerisms, nonsense words and puns * Support students to infer meaning of unknown and nonsense words from the context of the poem. * Identify devices and word plays within poems and other texts * Discuss their responses to a range of poems. * Model a poetry presentation with an emphasis on the imaginative, playful and deliberate selection of words and phrases to draw out a response from the audience. * Give feedback on teacher presentation. * Jointly construct a written analysis of the poem the teacher presented. * Select a poem to interpret and present * In pairs, plan and rehearse their presentation — students present a poem and provide and receive feedback to improve each other’s presentation. | Section 6 of the *Disability Standards for Education* (The Standards for Curriculum Development, Accreditation and Delivery) states that education providers, including class teachers, must take reasonable steps to ensure a course/program is designed to allow any student to participate and experience success in learning.  The *Disability Standards for Education 2005* (Cwlth) is available from: <www.ag.gov.au> select Human rights and anti-discrimination > Disability standards for education. | Students would benefit from  access to:   * a variety of literary texts * interactive whiteboards (optional). |

| Use feedback | |
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| Ways to monitor learning and assessment | Teachers meet to collaboratively plan the teaching, learning and assessment to meet the needs of all learners in each unit.  Teachers create opportunities for discussion about levels of achievement to develop shared understandings; co-mark or cross mark at key points to ensure consistency of judgments; and participate in moderating samples of student work at school or cluster level to reach consensus and consistency. |
| Feedback to students | Teachers strategically plan opportunities and ways to provide ongoing feedback (both written and informal) and encouragement to students on their strengths and areas for improvement.  Students reflect on and discuss with their teachers or peers what they can do well and what they need to improve.  Teachers reflect on and review learning opportunities to incorporate specific learning experiences and provide multiple opportunities for students to experience, practise and improve. |
| Reflection on the unit plan | Identify what worked well during and at the end of the unit, including:   * activities that worked well and why * activities that could be improved and how * assessment that worked well and why * assessment that could be improved and how * common student misconceptions that need, or needed, to be clarified. |